Unit 17: Nutritional Health

Delivery guidance

Approaching the unit

The unit covers the theory of nutrition, the factors that affect dietary intake and nutritional health. It then asks learners to apply their knowledge to two individuals with differing needs, showing how nutritional theory can be applied to realistic situations.

Delivering the learning aims

Learning aim As and B cover the concepts of nutritional health and the characteristics of essential units and the factors that affect dietary intake and nutritional health. These learning aims could be delivered through case studies, either provided for the learners, using learners and other class members experiences themselves, or a mixture of the two.

Learning aim C is about assessing nutritional intake and developing a plan to improve nutrition. Learners could use themselves or someone else in the class, if appropriate, as the subject of the plan, presenting it professionally.

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Assessment model

Learning aim	Key content areas	Recommended assessment approach
A Understand concepts of nutritional health and characteristics of essential nutrients	**A1** Concepts of nutritional health **A2** Nutritional measures and recommended dietary intakes **A3** Characteristics of essential nutrients	A report relating dietary intake and essential nutrients to two individuals with different needs, considering the factors influencing their nutritional health.
B Examine factors affecting dietary intake and nutritional health	**B1** Dietary needs of individuals **B2** Factors affecting nutritional health **B3** Factors affecting dietary intake	
C Plan nutrition to improve individuals' nutritional health	**C1** Assessment of nutrient intake **C2** Nutritional health improvement plan	Plans to improve the nutritional health of two individuals with different needs, showing the application of concepts to realistic situations.

Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that learning aims A and B are assessed with a written report based on two individuals that the learner has either identified at a local health setting or is a member of their family or a friend. The two individuals must have differing needs that enable the learner to access all the criteria.

For learning aim C, learners need to produce professionally presented plans to improve the nutritional health of the two individuals. These plans must demonstrate the application of knowledge to realistic situations and this is where the careful choice of individual is particularly important. The plans should include an evaluation of the importance of planning for nutritional health of the selected individuals and justify the recommendations in the plans in relation to that individual.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction
Introduce this unit by discussing what the learners understand by nutritional health and linking this to the reasons why people have good or poor nutritional health, and what they can do to improve their nutritional health.
Learning aim A: Understand concepts of nutritional health and characteristics of essential nutrients
• For A1 the concepts of nutritional health could be covered in a class discussion after learners have made notes based on individual research. • For A2 learners could use relevant local information on dietary requirements and compare them to food labels. They could measure their own BMI and look at growth charts to consider weight gain in children. They could assess their own dietary needs and compare them to the food items they have examined. • For A3 learners could produce a series of information sheets about each of the nutrient groups, detailing what is in the group, their functions, the dietary sources and the dietary deficiencies associated with each food group.
Learning aim B: Examine factors affecting dietary intake and nutritional health
• Learning aim B could be delivered using case studies provided by the tutor that ensure the different service user groups and factors are covered. These could be given to different groups who then feed back to the class. • B1 covers the dietary needs of individuals in different service user groups. • B2 looks at the factors that affect nutritional health. • B3 considers the factors that affect dietary intake. Each of these can be covered by the appropriate choice of case studies.

Learning aim C: Plan nutrition to improve individuals' nutritional health
• Learning aim C is about assessing individuals' nutrient intake, then planning nutritional health improvement. Learners could use themselves or someone else in the class to create a nutrition plan for, keeping notes on the assessment of intake, then producing a professionally presented plan. C1 covers the assessment of nutrient intake. C2 looks at what is included in the nutritional health plan itself.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 1: Human Lifespan Development
- Unit 2: Anatomy and Physiology for Health and Social

Resources

Websites

World Health Organization
www.who.int

Information about the World Health Organization and the role it plays in health science.

National governments will also publish nutritional guidelines relevant for their own country.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.